

Stono Park Elementary

1699 Garden St.
Charleston, SC 29407

Grades	PK-4 Elementary School	
Enrollment	265 Students	
Principal	Ruth Taylor	843-763-1507
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	843-760-2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	8	52	44	2

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Excellent	Unsatisfactory	Yes
2004	Excellent	Good	Yes
2005	Good	Below Average	Yes

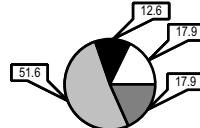
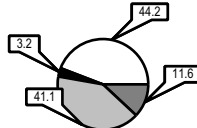
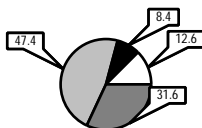
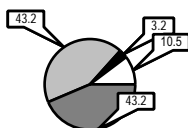
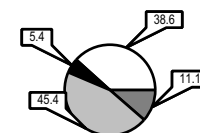
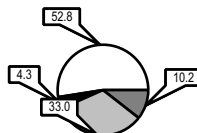
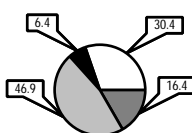
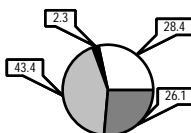
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	102	100.0	10.5	43.2	43.2	3.2	63.2	Yes	Yes
Gender									
Male	50	100.0	14.9	40.4	40.4	4.3	59.6		
Female	52	100.0	6.3	45.8	45.8	2.1	66.7		
Racial/Ethnic Group									
White	14	100.0	0.0	41.7	41.7	16.7	83.3	I/S	I/S
African American	87	100.0	11.0	43.9	43.9	1.2	61.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	82	100.0	10.4	41.6	44.2	3.9	66.2		
Disabled	20	100.0	11.1	50.0	38.9	0.0	50.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	102	100.0	10.5	43.2	43.2	3.2	63.2		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	101	100.0	9.6	43.6	43.6	3.2	63.8		
Socio-Economic Status									
Subsidized meals	79	100.0	13.2	44.7	40.8	1.3	59.2	Yes	Yes
Full-pay meals	23	100.0	0.0	36.8	52.6	10.5	78.9		

Mathematics – State Performance Objective = 36.7%									
All Students	102	100.0	12.6	47.4	31.6	8.4	57.9	Yes	Yes
Gender									
Male	50	100.0	14.9	42.6	27.7	14.9	61.7		
Female	52	100.0	10.4	52.1	35.4	2.1	54.2		
Racial/Ethnic Group									
White	14	100.0	0.0	66.7	8.3	25.0	41.7	I/S	I/S
African American	87	100.0	14.6	43.9	35.4	6.1	61.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	82	100.0	11.7	44.2	36.4	7.8	59.7		
Disabled	20	100.0	16.7	61.1	11.1	11.1	50.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	102	100.0	12.6	47.4	31.6	8.4	57.9		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	101	100.0	12.8	46.8	31.9	8.5	58.5		
Socio-Economic Status									
Subsidized meals	79	100.0	14.5	44.7	32.9	7.9	59.2	Yes	Yes
Full-pay meals	23	100.0	5.3	57.9	26.3	10.5	52.6		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	102	100.0	44.2	41.1	11.6	3.2	14.7
Gender							
Male	50	100.0	42.6	38.3	12.8	6.4	19.1
Female	52	100.0	45.8	43.8	10.4	0.0	10.4
Racial/Ethnic Group							
White	14	100.0	41.7	25.0	16.7	16.7	33.3
African American	87	100.0	45.1	42.7	11.0	1.2	12.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	82	100.0	41.6	42.9	11.7	3.9	15.6
Disabled	20	100.0	55.6	33.3	11.1	0.0	11.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	102	100.0	44.2	41.1	11.6	3.2	14.7
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	101	100.0	44.7	40.4	11.7	3.2	14.9
Socio-Economic Status							
Subsidized meals	79	100.0	44.7	40.8	11.8	2.6	14.5
Full-pay meals	23	100.0	42.1	42.1	10.5	5.3	15.8

Social Studies							
All Students	102	100.0	17.9	51.6	17.9	12.6	30.5
Gender							
Male	50	100.0	21.3	42.6	21.3	14.9	36.2
Female	52	100.0	14.6	60.4	14.6	10.4	25.0
Racial/Ethnic Group							
White	14	100.0	16.7	41.7	16.7	25.0	41.7
African American	87	100.0	18.3	52.4	18.3	11.0	29.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	82	100.0	16.9	51.9	16.9	14.3	31.2
Disabled	20	100.0	22.2	50.0	22.2	5.6	27.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	102	100.0	17.9	51.6	17.9	12.6	30.5
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	101	100.0	18.1	51.1	18.1	12.8	30.9
Socio-Economic Status							
Subsidized meals	79	100.0	18.4	51.3	18.4	11.8	30.3
Full-pay meals	23	100.0	15.8	52.6	15.8	15.8	31.6

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	51	98.0	N/A	28.6	65.3	6.1	71.4
	4	50	100.0	6.3	43.8	47.9	2.1	50.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	49	100.0	2.2	35.6	55.6	6.7	62.2
	4	53	100.0	18.0	50.0	32.0	0.0	32.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	51	98.0	2.0	42.9	42.9	12.2	55.1
	4	50	100.0	12.5	47.9	25.0	14.6	39.6
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	49	100.0	11.1	42.2	37.8	8.9	46.7
	4	53	100.0	14.0	52.0	26.0	8.0	34.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	49	100.0	35.6	51.1	11.1	2.2	13.3
	4	53	100.0	52.0	32.0	12.0	4.0	16.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	49	100.0	13.3	42.2	24.4	20.0	44.4
	4	53	100.0	22.0	60.0	12.0	6.0	18.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 265)				
First graders who attended full-day kindergarten	100.0%	Up from 89.6%	100.0%	100.0%
Retention rate	2.2%	Down from 2.7%	3.7%	3.0%
Attendance rate	96.4%	Down from 96.8%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.8%	Down from 9.0%	4.1%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.9%	Up from 4.0%	3.6%	3.2%
Eligible for gifted and talented	3.8%	Down from 13.7%	6.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.9%	Up from 6.4%	8.1%	8.2%
Older than usual for grade	1.9%	Up from 0.8%	1.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 23)				
Teachers with advanced degrees	52.2%	Up from 50.0%	48.6%	52.6%
Continuing contract teachers	91.3%	Up from 81.8%	81.3%	83.3%
Highly qualified teachers	90.5%	Down from 94.4%	93.5%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	83.3%	Up from 80.3%	85.6%	87.0%
Teacher attendance rate	96.1%	Up from 95.1%	94.9%	95.0%
Average teacher salary	\$40,411	Up 4.1%	\$40,816	\$41,703
Prof. development days/teacher	10.3 days	Down from 12.6 days	12.9 days	12.8 days
School				
Principal's years at school	16.0	Up from 15.0	4.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Up from 15.9 to 1	17.8 to 1	18.8 to 1
Prime instructional time	92.1%	Up from 90.4%	89.6%	89.8%
Dollars spent per pupil*	\$5,958	Down 4.7%	\$6,593	\$6,242
Percent of expenditures for teacher salaries*	71.7%	Up from 65.0%	64.7%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Stono Park emphasizes positive invitations to students, teachers, community members, families, and staff. Our academic program is built from this base. Programs and teaching techniques are selected from research and best practice. Student achievement, both individual and school-wide, continue to be of prime importance! SOAR to Success, a reading program emphasizing comprehension, was used with selected fourth graders; Reading Recovery, a first-grade program, included special-needs first-grade resource students too. Other major interventions which were added this year included: the Coherent Curriculum instructional calendars, which standardized what is taught and when it is taught throughout the county; MAP, a computerized assessment administered three times a year in grades two through four; and a new basal reading program, Harcourt Trophies, for all grade levels.

Stono Park PACT scores continue to be notable. With our 2004 scores we had fewer children scoring Below Basic than the county and the state in ELA and mathematics. Our goal for 2004-2005 was to continue this pattern and increase the percentage of students scoring proficient and advanced. We were thrilled to have been one of only five schools in South Carolina nominated for the national NCLB Blue Ribbon School Award!

Stephanie Strous, Principal
Pauline Nelson, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	24	52	40
Percent satisfied with learning environment	100.0%	92.2%	87.2%
Percent satisfied with social and physical environment	100.0%	96.2%	86.5%
Percent satisfied with school-home relations	100.0%	94.2%	76.3%

*Only students at the highest elementary school grade level at this school and their parents were included.